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ABSTRACT

An evaluation was done of the New York City Public Schools' Career Awareness Resources in Education Project (Project CARE). During the 1990-91 school year, Project CARE operated at 4 schools serving 710 immigrant students of limited English proficiency in grades 6, 7, 8, and 9. The program provided instruction in English as a Second Language, native language arts, bilingual content areas subjects, and career education. The project also provided students with tutoring and a variety of non-instructional and support services for students and parents as well as support services and training for teachers. Special activities included a Spanish spelling bee and a career fair. The evaluation was conducted using student and director questionnaires, test scores, and interviews. Analysis found that the major strength of Project CARE was the supplemental assistance that project personnel provided to participating teachers. The greatest difficulty developed due to changes in the student population since the initial proposal. A new wave of immigration brought students into the project who had little formal schooling and lacked basic literacy skills. The project was found to be fully implemented and recommendations called for improved assessment of career education objectives, changes to respond to the needs of illiterate students, and exploration of failure to meet ESL objectives. (JB)

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OREA Report

Career Awareness in Education
(Project CARE)
Community School District 10
Grant Number: G008635369

1990-91

FINAL EVALUATION PROFILE

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Career Awareness in Education
(Project CARE)
Community School District 10
Grant Number: G008635369

1990-91

FINAL EVALUATION PROFILE

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7/26/91

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This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment.

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FOREWORD

The body of this report is preceded by an Extract which presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract also presents the conclusions drawn by the Office of Research, Evaluation, and Assessment (OREA) about the program and its recommendations for program improvement.

The extract is followed by the body of the report, titled Program Assessment. This includes such information as staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. This may be information on attendance and dropout rate, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. A case history concludes the report.

Data for this profile were collected and analyzed using a variety of procedures, which are described in Appendix A following the text.

Office of Research, Evaluation, and Assessment
New York City Public Schools

E.S.E.A. Title VII Evaluation Profile
Community School District 10

Career Awareness Resources in Education (Project CARE)

Grant Number: G008635369
1990-91

EXTRACT

PROJECT DIRECTOR: Margery Falk

FUNDING CYCLE: Two-year extension grant (fifth year of project)

SITES

School	Grade Levels	Enrollment (710 Total)
JHS 45X	7-9	63
JHS 118X	7-9	507
IS 115X	6-8	70
IS 137X	6-8	70

STUDENT BACKGROUND

Native Language	Number of Students
Spanish	686
Vietnamese	11
Chinese	7
Mandarin	2
Cantonese	5
Haitian Creole/French	2
Russian	1
Unknown	3

Countries of Origin	Number of Students
Dominican Republic	376
Puerto Rico	145
Mexico	53
United States	45
Honduras	24
Other countries	67

Mean Years of Education in Native Country: 3.2; in the United States: 2.9

Percentage of Students Eligible for Free Lunch Program: 98.2

ADMISSION CRITERIA

Project CARE had an open door policy which entitled all limited English proficient (LEP) students to its services. Students were characterized as LEP if they scored at or below the 40th percentile on the Language Assessment Battery (LAB).

PROGRAMMING

Features

Project CARE provided instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), bilingual content area subjects, and career education to LEP students in two junior high schools and two intermediate schools in Community School District (C.S.D.) 10 in the Bronx. The project also provided students with individualized tutoring in the content areas.

Project CARE provided a variety of non-instructional and support services to students and their parents as well as support services and training for teachers who worked with LEP students. The project staff adapted instructional materials, including an informal diagnostic test in mathematics for seventh grade students and various short stories and poems to use with all students. Project staff gave demonstration lessons on techniques of instructing LEP students.

Project CARE provided students and their parents with special activities, such as the Spanish Spelling Bee and the Career Fair.

Strengths and Limitations

The major strength of Project CARE was the supplemental assistance that project personnel provided participating teachers. The project resource teachers, educational assistants, and family workers helped teachers resolve problems with students' attendance, academic progress, and school/home relationships. The project director felt that the staff were particularly helpful because of their bilingual abilities and the trust they engendered in students, parents, teachers, and school administrators. The project family workers also provided valuable assistance in helping students resolve personal issues that impeded success in school. The project's adaptations of instructional materials and its offering of cultural activities also contributed to Project CARE's success.

The project's greatest difficulty developed due to changes in the student population since the initial project proposal. A new wave of immigration from Mexico and Central America brought students into the project who had very little formal schooling in their native countries and therefore lacked basic literacy skills. The project had no specific objectives in this area because they were not needed at the time the project was proposed.

The project wanted to intensify its career education component. The director also felt that the project needed to allocate more time to staff development, parent workshops, and small group instruction.

CONCLUSIONS AND RECOMMENDATIONS

Project CARE was fully implemented. It met its objectives for content area subjects and staff development. The project did not meet its objective for E.S.L. or attendance. Since Project CARE did not provide the necessary data, OREA was unable to evaluate the objective for career education.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- The project should acquire or develop an instrument to assess the career education objectives.
- In consideration of recent demographic changes in C.S.D. 10, the project should attempt to provide instruction and/or tutoring to recently arrived students who lack basic literacy skills in their native language.
- Explore reasons why the project fell so far short of meeting its E.S.L. objectives.
- Find ways in which to improve project students' attendance.

PROGRAM ASSESSMENT

STAFFING

Title VII Staff (Total 3)

Title	Degree	Language Competencies
Resource Teacher (2)	M.A.	Spanish
Family Assistants (2)		Spanish

Other Staff Working With Project Students (Total 33)

Degree		Certification		Teaching/Communicative Proficiency (TP/CP)*	
M.A.	6	Common Branches	12	Spanish	CP 25
M.S.	3	Spanish Ancillary	1		TP 4
M.D.	1	Math Ancillary, Bilingual	1	Chinese	CP 1
B.A.	8	Bilingual Common Branches	2		
B.S.	4	E.S.L.	4		
		English	3		
		Common Branches, Ancillary	1		
		T.P.D.	8		
		Social Studies Bilingual Ancillary	1		
		Provisional Bilingual	1		

IMPLEMENTATION AND OUTCOMES (Objectives prefaced by •)

English as a Second Language (E.S.L.)

Level	Periods Weekly
Beginning	5
Intermediate	5
Advanced	5

As a large, districtwide project that involved many teachers, Project CARE implemented a variety of instructional strategies in E.S.L. to accommodate the teachers' preferences. Methodologies included cooperative learning techniques, the language experience approach, the whole language approach, language acquisition-based methods, and peer tutoring. Activities included role playing, dialogue journals, and cloze activities.

Textbooks and instructional materials included: L.L. Blanton's Elementary Composition Practices, Books 1 and 2, published by New Burry House in 1979; Side by Side, levels 1 and 2, activity workbooks published by Regents Hall in 1989; William P. Pickett's The Pizza Tastes Great, published by Prentice Hall Regents in 1988; and Burton's Sudden Twists, published by Jamestown Publishers in 1989.

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*Teaching Proficiency (TP): Competent to teach in this language.
Communicative Proficiency (CP): Conversational capability only.

- By June, 1991, 60 percent of the LEP students participating in the project will demonstrate proficiency in English as measured by the pre- and posttest scores on the Language Assessment Battery.

Evaluation Instrument: Language Assessment Battery

Pretest: March 1990; posttest: March 1991

Number of students for whom pre- and posttest data were reported: 478

Percentage of students showing a gain: 28.2

Project did not meet objective.

Native Language Arts

Instructional materials included: Manual de Alfabetización, published in 1990; by the Division of Bilingual Education of the New York City Publics Schools; the Sopena Diccionario de Sinónimos y Antónimos (date of publication unknown); Dr. Lucila Marrero's Ortografía Práctica y Actualizada, published in 1986, and various Spanish-language newspapers. Instructional strategies included: studying literature using a whole language approach, cooperative learning activities, instruction in grammar, and expository writing using the process approach, dialogue journals, and cloze activities.

Project CARE did not propose any objectives for N.L.A.

Content Area Subjects

Project students took courses in mathematics, science, and social studies taught in English with an E.S.L. methodology or in Spanish.

Mathematics. Students in grades seven and eight had four periods per week in Spanish and one period per week in English with an E.S.L. approach; students in grade nine had three periods per week in Spanish and two periods per week in English with an E.S.L. approach.

Science. Students in grades six through eight had four periods per week in Spanish and one period per week in English with an E.S.L. approach.

Social Studies. Students in grades six through nine had four periods per week in Spanish and one period per week in English with an E.S.L. approach.

Additional content area instruction in English using an E.S.L. approach included classes in music, art, home/career education, typing, computer instruction, and health and physical education.

Teachers in Project CARE used a wide variety of instructional materials in the content areas. In mathematics, materials included Silver's Matemáticas, published by Burdett and Ginn in 1989. In science, students used Los Seres Vivientes (7th grade) and Las Ciencias de la Tierra y del Espacio (8th grade). In social studies, materials included Silver Burdett's Los Estados Unidos y sus Vecinos, Aventuras en la Historia de los Estados Unidos de América and El Mundo y su Gente, and Minerva Books' Nueva Historia de los Estados Unidos.

In all three content areas, teachers used career education strategies and activities in accordance with Project CARE's primary focus. In mathematics, these included cooperative learning for problem-solving, the use of manipulative/concrete materials, the cognitive academic language learning approach (CALLA) and peer tutoring. In science, instructional strategies included the use of audiovisual materials to support instruction and implementation of the CALLA approach. In social studies, instructional strategies included reading newspapers and developing critical thinking skills through debating, discussion, semantic mapping, and implementation of the CALLA approach.

- By June 1991, 60 percent of the LEP students participating in the project will have achieved improvement in the subject areas (mathematics, science, social studies) as measured by standardized tests and report card grades.

Evaluation Indicator: Final course grades.

Passing Grades in Content Area Courses

Subject Area	Number of Students	Percent Passing
Mathematics	656	76.1
Science	650	81.8
Social Studies	655	79.8

Project met objective.

Career Education

Project CARE sponsored a bilingual Career Fair as it has at the end of every school year. The fair enjoyed great success among project students and their parents as well as non-project students.

- By June 1991, 60 percent of the LEP students participating in the project will demonstrate a significant growth in the attitudes and competencies that are important for mature decision-making as a result of program activities as measured by a Career Maturity Inventory Scale (C.M.I.S.) to be developed by the project director.

The project staff decided not to distribute a Career Maturity Inventory Scale this year.

OREA could not evaluate objective.

- By June 1991, 60 percent of the LEP students participating in the project will demonstrate a high work self-concept as measured by pre- and- post scores on Rosenberg Self-Esteem Scale.

The project staff decided not to distribute the Rosenberg Self-Esteem Scale this year.

OREA could not evaluate objective.

Attendance

- By June 1991, 60 percent of the LEP students participating in the project will significantly improve their attendance as measured by official attendance records.

Number of students for whom 1989-90 and 1990-91 data were reported: 85

Percentage of students showing improvement: 56.5

Project did not meet objective.

Dropout

No students dropped out of the program. No objective was proposed for dropout prevention.

Staff Development

- By June 1991, 60 percent of the teachers participating in the project will be trained and demonstrate competency in teaching English as a Second Language as measured by direct observation by the Supervisor of Bilingual Education and the project director.

Project CARE held several teacher training activities for project teachers. These included workshops on classroom management, assessment issues, content area strategies, diagnostic testing for seventh grade students, selection of bilingual books for classroom use, and demonstration classes in Spanish language arts and Spanish literature. Three to six teachers attended each of the meetings, which were held between October 1990 and April 1991. According to the project director, teachers participating in the project were trained and demonstrated competency in teaching E.S.L.

Project met objective.

STUDENTS WITH SPECIAL ACADEMIC NEEDS

Teachers observed students, evaluated their school progress, and collected data on them before they referred students. Teachers referred students determined as needing special services to the bilingual project teacher, who consulted in turn with the guidance counselor. The teacher and counselor discussed and implemented strategies on how to help the student. If further assistance was needed, the School-Based Support Team (S.B.S.T.) initiated a referral process. In most cases, the S.B.S.T. had members who were bilingual in the students' language, and referred students were given a bilingual assessment. However, there continued to be a shortage of bilingual evaluators, which posed difficulties for teachers and students involved in the referral process.

Project CARE provided special education programs with instructional materials and invited special education teachers to participate in project activities.

Fourteen students (2.0 percent) were retained in grade.

MAINSTREAMING

One student (0.1 percent of participants) was mainstreamed.

CASE HISTORY

V. arrived from the Dominican Republic and entered I.S. 137 in the spring. After a short time, his teacher brought his poor attendance record to the attention of the family worker. V.'s record indicated that he had attended school only three days. The family worker visited his home and spoke with both V. and his mother, stressing the importance of daily attendance and of home support. In addition, the family worker told V. that she would help him at school with his lessons. V. promised to attend regularly and change his attitude toward school. He kept his promise and began coming to school on a daily basis. The family worker provided individualized instruction, counseling, and assistance with homework. Her interest in V. as an individual and potential learner motivated him to work harder. He began to project a more positive self-image, and his attendance and grades improved.

APPENDIX A

DATA COLLECTION AND ANALYSIS

Student Data Form

This one-page form is filled out by staff for each participating and mainstreamed student. OREA gathers data from this form on backgrounds, demographics, academic outcomes, attendance, referrals, and exit from the program.

Project Director's Questionnaire

The Project Director's Questionnaire includes questions on staff qualifications, program implementation, periods of instruction, and instructional materials and techniques.

Project Director's Interview

The interview gathers information on program and student or staff characteristics not supplied by the Project Director's Questionnaire. The interview also allows project staff to offer qualitative data or amplify responses to the Questionnaire.

Citywide Test Scores

OREA retrieves scores centrally from the Language Assessment Battery (LAB) and other citywide tests. For evaluation purposes, these test scores are reported in Normal Curve Equivalents (N.C.E.s). N.C.E.s are normalized standard scores with a mean of 50 and a standard deviation (s.d.) of 21.06. They constitute an equal-interval scale in which the distance is the same between any two adjacent scores. A gain of 5 N.C.E.s is the same whether it is at the lower or the higher end of the scale. N.C.E.s can be used in arithmetic computations to indicate group progress. (Percentile scales, although more familiar to many, are unsuitable for such computations since they are not equal-interval.)

Likert-Type Surveys

Likert-type surveys, in which respondents mark their opinions on a scale from one to five, are used in a variety of ways. They examine student attitudes (i.e., toward school and career, native language use, and native and mainstream cultures). They also assess staff and parent attitude and reactions to workshops and other activities.

Gap Reduction Evaluation Design

OREA uses a gap reduction design for measuring changes in standardized tests. Since no appropriate non-project comparison group is available in New York City, where all students of limited English proficiency (LEP) are entitled to receive supplementary services, OREA compares the progress of participating students with that of the group on which the test was normed. It is assumed that the norm group would show a zero gain in the absence of instruction, and gains made by project students could be attributed to project services. (See "Citywide Test Scores" above.)

To test whether pre/posttest gains are greater than could be expected by chance alone, OREA uses a t-test. To determine whether a difference between two proportions (e.g., program and mainstream attendance rates) is greater than could be expected by chance, OREA uses a z-test. The level of significance is set at .05 for all tests.